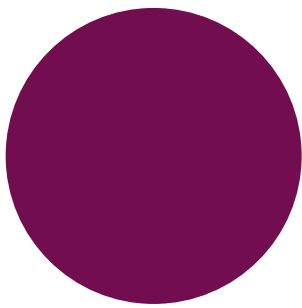


2014

ADMINISTRATION INSTRUCTIONS



The **ACT**[®]

State-Allowed Accommodations

How to Contact ACT

ACT State Accommodations Testing

800.553.6244, ext. 1788

ACT's normal office hours are 7:00 a.m.–5:00 p.m., central time, Monday–Friday. **On the first day of the testing window, staff are available from 6:00 a.m.–5:30 p.m., central time.**

When calling the toll-free number, you will be asked to provide a 2-digit code from the list below. If you do not know your code, enter “99” and you will receive further instructions.

State Code List

Alabama	01	Montana	27
Alaska	02	Nebraska	28
Arizona	03	Nevada	29
Arkansas	04	New Hampshire	30
California	05	New Jersey	31
Colorado	06	New Mexico	32
Connecticut	07	New York	33
Delaware	08	North Carolina	34
D.C.	09	North Dakota	35
Florida	10	Ohio	36
Georgia	11	Oklahoma	37
Hawaii	12	Oregon	38
Idaho	13	Pennsylvania	39
Illinois	14	Rhode Island	40
Indiana	15	South Carolina	41
Iowa	16	South Dakota	42
Kansas	17	Tennessee	43
Kentucky	18	Texas	44
Louisiana	19	Utah	45
Maine	20	Vermont	46
Maryland	21	Virginia	47
Massachusetts	22	Washington	48
Michigan	23	West Virginia	49
Minnesota	24	Wisconsin	50
Mississippi	25	Wyoming	51
Missouri	26		

Fax 319.337.1285

Address: ACT State Test Accommodations
301 ACT Drive
PO Box 4071
Iowa City, IA 52243-4071

E-mail: ACTStateAccoms@act.org

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These instructions are provided **ONLY** for testing students with **State-Allowed Accommodations**. Students testing with **State-Allowed Accommodations** may **NOT** test in the same room(s) with students testing with standard time or **ACT-Approved Accommodations**. If they do, the answer documents for **ALL** students in the room will not be scored or scores will be cancelled.

Introduction

The instructions in this booklet provide information and procedures specifically for testing students with State-Allowed Accommodations. Standard testing and test security policies and procedures as described in the training also apply to testing with State-Allowed Accommodations. You do not need the *ACT Supervisor's Manual State Special Testing* to test students with State-Allowed Accommodations.

Important Notes

- **Students testing with State-Allowed Accommodations may NOT test in the same room(s) with students testing with standard time or ACT-Approved Accommodations. If they do, the answer documents for all students in the room will not be scored or scores will be cancelled.**
- Test materials for standard time testing, for ACT-Approved Accommodations, and for State-Allowed Accommodations may **not** be interchanged or combined. They must be kept **separate** at all times, including when materials are returned to ACT.
- **If you are using DVDs**, study the *ACT DVD Usage Guidelines* (included with each set of DVDs) **before** the first test day.
- **If you are using videos intended for ELL/LEP students (if offered in your state)**, there are no usage guidelines. The narrator does not appear on-screen but the test booklet does, along with intertitles that introduce each question, and arrows that point to each passage, question, and set of response choices. The chapter numbers match exactly with the numbered test questions in the printed booklet.
- For either DVDs or videos, ACT recommends the use of a proctor. Make sure that your technical support staff have set up the test room and all playback devices with the appropriate software (if using computers) before test day.

Test Materials Provided by ACT

State-Allowed test forms have different colored covers to distinguish them from ACT-Approved Accommodations forms. ACT will provide the following materials:

- *Administration Instructions State-Allowed Accommodations*—this booklet
- ACT State Testing Answer Folder—shipped to the Test Supervisor
- *Taking the ACT State Testing*—shipped to the Test Supervisor
- **BROWN** envelope for returning all answer documents to be scored and required forms from all State-Allowed administrations—do not use this envelope to return any materials from ACT-Approved Accommodations administrations and do not put materials from State-Allowed administrations in the **blue** envelope with materials from ACT-Approved Accommodations.
- Test forms, or combinations of forms, as requested.

Receipt, Security, and Storage of Test Materials

The Test Accommodations Coordinator is responsible for the security of all test materials from the time the carrier delivers them to the time they are in the return carrier's possession. The Test Accommodations Coordinator must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests. Test materials must be kept in a locked, secure area, such as a vault or safe in a locked, limited-access room. Only the Test Accommodations Coordinator, the Test Supervisor, and possibly a few specifically authorized persons may have access to the area.

Test materials must not be transferred to any other location. They will be shipped directly to and must remain at the institution where the tests will be administered.

All ACT test forms are copyrighted and cannot be photocopied, used for any other purpose, or opened by any person other than the student on test day.

You are encouraged to check DVDs and videos prior to test day. You are not allowed to alter the format of any test materials, transfer them to another format, or create any of your own test materials. Testing staff and students are prohibited from disclosing test questions or response choices to anyone. Scores earned by students who may have had advance access to test content will be cancelled.

Completing the Non-Test Portions Before Test Day

Students who take the ACT® college readiness assessment with State-Allowed Accommodations must complete the front and back pages of their answer documents in a scheduled, supervised in-school session **before** the first test day. They may also complete the optional High School Course/Grade Information, Student Profile Section, and ACT Interest Inventory, but they will not receive official ACT score reports with these results. Standard testing requirements do **not** apply to administering the non-test portions, and students need **not** be separated according to ACT-Approved or State-Allowed Accommodations for the non-test session.

When sessions are conducted to complete these sections, give each student his or her answer document (if you have already applied the barcode labels—see below) and a copy of *Taking the ACT State Testing*. Verbal Instructions for completing the non-test portions of the answer document begin on page 4.

High School Code (Block K)

The high school code determines which school will receive the student's ACT results. Because correct reporting is critical, this field is the responsibility of staff at the testing school.

Students are instructed in *Taking the ACT* to leave Block K of the answer document blank. When Block K is left blank on the answer document, scores are normally reported to the high school pregridded on the Supervisor's Report Form. Use the following criteria to determine whether you need to complete Block K for any students testing with accommodations at your school:

- For **most** students, the school they attend is the school where they test and also the school to which their scores must be reported and used for accountability purposes. For these students, leave Block K blank.
- **Some** students attend and test at a "receiving" school, which is not their official "home" school. The "receiving school" is the school or facility the student attends in order to receive special services away from the home high school. Prior to testing, school staff must determine the high school the student would attend if not receiving special services elsewhere. Staff at the testing school must enter the correct high school code for the student's "home" high school in Block K.
- **Certain** schools may serve as a test site for students from multiple schools. If a student tests at a school other than the one he or she attends, staff at the testing school are **always** responsible for entering the correct high school code for the student's "home" high school in Block K.

If a high school code must be entered in Block K, staff MUST grid the correct code on the answer document before returning the answer document for scoring. If you are not certain which school is the "home" high school for a student, check with your district office. Once you locate the school name, you can get the corresponding high school code at www.actstudent.org/regist/lookuphs.

Barcode Labels

If your school received barcode labels, they must be applied to the shaded block on **the back page** of the State Testing Answer Folders. Do **not** place the label on page 1. The Test Accommodations Coordinator must work with the Test Supervisor to determine when and how barcode labels will be applied. The Test Accommodations Coordinator is ultimately responsible for ensuring the answer documents are returned to ACT with the labels applied.

Even if a barcode label is used, all students MUST complete the identifying information on the front and back pages of their answer documents.

**Verbal Instructions—
Basic Identifying
Information and High
School Course/
Grade Information**

Read aloud all instructions in the shaded boxes. When reading the instructions, pause after each series of dots **and look up to ensure students are following instructions**. Text in parentheses is provided for your information only. Begin by saying:

You will now complete the non-test portions of your answer document.

If your school is not using barcode labels or will apply them later, skip the box below. If you already applied barcode labels, say:

As I hand you an answer document, turn it over to the back page. Your name should appear on the label at the bottom right. Raise your hand if you do not receive your own answer document....

You **must** resolve any discrepancies in answer document identification before continuing. Continue by saying:

Place your answer document so that page 1 faces you. Open your *Taking the A-C-T* booklet to page 5. Follow the instructions in the booklet to complete the requested information in Blocks A through H. Put one letter or number in each box and fill in the corresponding oval below. **Even if your document has a barcode label, you must fill in Blocks A and B on page 1 completely and accurately.** If you have a question, raise your hand. When you have completed Blocks A through H, put your pencil down and look up....

Students who test with State-Allowed Accommodations will not be included in ACT's Educational Opportunity Service for contact by colleges. The following directions have been adjusted to have these students skip Block L.

When everyone has completed Blocks A through H, say:

Blocks I and J have been completed for you. Skip Blocks K and L.

No college reports will be issued for students who test with State-Allowed Accommodations. Please adjust the following directions to tell those students to skip Block M.

Then, say:

Next, look at Block M. If you want A-C-T to send your scores to colleges or scholarship agencies, find the list of codes that begins on page 11 of *Taking the A-C-T*. Locate the code for each of your choices, enter the correct code numbers in the boxes in order of preference, and fill in the corresponding ovals.

If you currently do NOT plan to go to college, fill in the oval under "Non-reporting Option" at the right of the block.

Since students with State-Allowed Accommodations do not receive college-reportable scores, instruct these students to skip the E-mail Address block on page 3 of their answer document.

When everyone has completed or skipped Block M, say:

Now, turn your answer document over to the back page and complete Blocks N through R. In Block N, enter each part of the address where you are certain to receive mail from us. Leave a space between the parts of your street address. Use the slash “/” to designate fractions (e.g., 1/2, 3/4). If you live in an apartment, enter the apartment number after the street name. When you have completed Blocks N through R, put your pencil down and look up....

If your school or district assigns local ID numbers, have students enter that number in Block S. Otherwise, have them skip Block S. Students with State-Allowed Accommodations **MUST** skip Block T—they will not have Reference Numbers. If your state requires you to enter information in Blocks U and V, you will be given specific instructions (e.g., Answer Document Supplement, training materials) for completing them.

Optional: When everyone has completed Blocks N through R, say:

Next, turn your answer document to page 2 and your booklet to page 6. Under High School Course/Grade Information, first look at Courses Taken/Planned. For each course, indicate if you have taken or plan to take it before graduation. Be sure to fill in one oval for each course whether or not you have taken it. In the Grades Earned section, for each course you have taken for a full term (semester, etc.) indicate the final (last) grade you received. Convert numeric grades to the corresponding letter grades. Round to the nearest letter grade if necessary. Leave blank if you have not completed a full term or if a grade was not awarded for the course. Are there any questions?...

Answer any questions, then wait for everyone to complete the High School Course/Grade Information.

Student Profile Section and ACT Interest Inventory (optional)

The Student Profile Section (SPS) and Interest Inventory are **optional**. Students testing with State-Allowed Accommodations need **not** complete these sections and will **not** receive results. Please adjust the directions accordingly.

If you choose to have students complete these sections, say:

Now, turn your booklet to page 7. The Student Profile Section is not a test, but a series of questions about your achievements and future plans. If you do NOT plan to go to college, you may skip many of the items. Read each item carefully and respond to each one by filling in the appropriate oval. This should take about 25 minutes, but will not be timed. Read the directions and begin.

Next, turn your booklet to page 10 and your answer document to page 3. The A-C-T Interest Inventory is not a test, but a series of questions about your occupational interests and plans. Try to mark a response for each activity, even if you are uncertain about how you feel about it. This section should take about 10 minutes, but will not be timed. Read the directions and begin.

When all students have completed the Interest Inventory, instruct them to do the following:

1. Keep *Taking the ACT*.
2. Report to the test site at the time and location you designate.
3. Bring acceptable identification, soft lead No. 2 pencils with good erasers (no mechanical pencils or ink pens), a permitted calculator (if desired), and any approved testing aids on test day.
4. DO NOT bring cell phones or any other electronic devices, scratch paper, notes, reading materials, or any unauthorized testing aids.

Collect the answer documents in an order that will ensure students receive their own answer documents on test day. Double-check the front and back pages of each document to be sure the name and mailing address have been gridded. Store the partially completed answer documents in secure storage until test day.

Non-Test Sessions for Absent Students

Students who miss the in-school session to complete the non-test portions of the answer document must be provided with another opportunity to do so before the first test day. Arrange additional sessions as appropriate to account for all students testing with State-Allowed Accommodations.

If students have not completed ANY of the non-test portions **before** the first scheduled test day, they are **not** permitted to test that day. Instead, schedule them for a later test day **and** provide an opportunity for them to complete the non-test portions **before** that day. Basic identifying information and mailing address (front and back pages of the answer document) are required for **all** students.

Preparing for Test Day

Time Allowed for Each Test

The time allowed for each test under State-Allowed Accommodations is determined by appropriate staff members at the school (e.g., the IEP team). Use the chart below to help determine the time allowed. The chart shows you the time allowed for each test depending on the timing guidelines **you assign** to a student or group of students. Testing may occur in one session or over multiple days, at your discretion, for students testing with State-Allowed Accommodations, as long as each test is completed in one session. Self-paced testing **must** be completed in a single session on one day, but students are allowed breaks between tests at your discretion.

If you are in an ACT (No Writing) state or district, IGNORE the Writing Test section. In the Verbal Instructions, you will receive clear instructions on how to continue or conclude your administration.

Timing Guidelines Chart

Double Time				
Test 1 90 minutes	Test 2 120 minutes	Test 3 70 minutes	Test 4 70 minutes	Writing Test 60 minutes

Triple Time				
Test 1 135 minutes	Test 2 180 minutes	Test 3 105 minutes	Test 4 105 minutes	Writing Test 90 minutes

*Students using a reader or DVDs may have additional time as required by the format.

Standard Time				
Test 1 45 minutes	Test 2 60 minutes	Test 3 35 minutes	Test 4 35 minutes	Writing Test 30 minutes

Time-and-a-Half (Single Session, Self-Paced)				
ACT (No Writing) students have up to 5 hours total to complete the four multiple-choice tests. ACT Plus Writing students have up to 5 hours and 45 minutes total to complete all five tests. All students work at their own pace and the total time allowed includes time for breaks between tests.				

Time-and-a-Half				
Test 1 70 minutes	Test 2 90 minutes	Test 3 55 minutes	Test 4 55 minutes	Writing Test 45 minutes

Sequence of Tests

The tests **must** be administered in the order listed: Test 1—English (first), Test 2—Mathematics (second), Test 3—Reading (third), Test 4—Science (fourth). **For the ACT Plus Writing, the Writing Test is always administered last.**

Testing Over Multiple Days or During Separate Sessions

If you are testing over multiple days, each test must be completed in a single session, and the student may not return to a test after being dismissed from that test session. **The days do not have to be consecutive, but all tests must be completed in sequence within the designated two-week window or the answer documents will not be scored.**

All tests in the ACT (No Writing) or ACT Plus Writing must be completed before any other tests that will be administered as part of a multiple-day State Testing program (e.g., ACT WorkKeys® assessments, state-developed tests).

Roster

Create one roster (blank form and instructions on page 31) for each test room **during the administration**. Write on the roster the name for each student **actually testing** and the serial number of the test material(s) **actually used**. This activity can be performed after the students receive test materials.

You may use your own rosters, provided they have the same information recorded on them as shown on page 31, list all students who actually tested in that test room, and you return the marked originals to ACT.

Calculator Use

Students may bring a permitted calculator for use on Test 2 (Mathematics) only. Refer students to the shaded box on page 4 of *Taking the ACT State Testing*. Refer to the Calculator Notice sent to the Test Accommodations Coordinator for a list of prohibited models and features. Students who use prohibited calculators must be dismissed and their answer documents will not be scored.

Breaks

Whether or not to allow a break after each test or during a test for students testing with State-Allowed Accommodations is at your discretion. The room supervisor must collect the test materials from students who leave the room during a timed test.

Questions/Guessing

Inform students that you may answer questions about the mechanics of the test, but must not answer questions about guessing or content. Instead, refer them to directions in their test booklets.

Administering the ACT—Verbal Instructions

IMPORTANT! The Verbal Instructions vary at certain points, depending on whether you are administering the ACT (No Writing) or the ACT Plus Writing. If you are administering the ACT (No Writing), you will be directed to **SKIP** ahead or read specific instructions that apply to the ACT (No Writing) only. These directions will be in black text.

If you are administering the ACT Plus Writing, you will be directed to read specific sets of instructions that apply only to the ACT Plus Writing. They will be noted in color text.

Before test day, determine the timing guidelines you will authorize for each student (e.g., double time). Then, use the chart on page 7 to determine the maximum time allowed for each test. There are two sets of Verbal Instructions in this booklet:

- time-and-a-half, self-paced testing administered in a single session on one day
- multiple-day testing, regardless of the timing guidelines you assign

After you determine the time allowed on each test for each student, write those times on the appropriate pages in the set of Verbal Instructions you will use. Verbal announcements of time remaining are generally made at 30 minutes and/or 5 minutes before the end of each test. When you choose to make your announcements is at your discretion, but make sure you write these times down on the appropriate pages in the Verbal Instructions before test day, since students rely on your announcements to pace themselves through each test.

On test day, make sure to hand each student his or her own answer document. You must resolve any discrepancies in answer document identification before proceeding.

You must walk around the room throughout the administration to ensure students are working on the correct test and discourage prohibited behavior. If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.**

- If you are administering the ACT (No Writing), read the **LEFT** column.
- If you are administering the ACT Plus Writing, read the **RIGHT** column.

No Writing

Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science.

Plus Writing

Today, you will be taking the A-C-T, which is composed of four multiple-choice tests in English, Mathematics, Reading, and Science, followed by a Writing Test, for which you will complete an essay written in English.

ALL administrations then say:

Eating, drinking, and the use of tobacco or reading materials are not permitted in the test room. You may not have a timer, cell phone, media player, or electronic device of any kind in the test room, other than a permitted calculator, or use one during breaks. You are allowed to have only a testing aid approved in advance. If we find that you have brought a timer, cell phone, media player, or any other electronic device into the test room, or you use one during a break, you will be dismissed, the device may be confiscated, and your answer document will not be scored. If you brought a calculator, put it away now; you may use it only during the Mathematics Test....

Please clear your desk of everything except soft lead No. 2 pencils, erasers, and your answer document. Place all personal items under your seat. You will not be able to access them during testing. Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval or rectangle completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid. If you do, your answer document cannot be scored accurately. Are there any questions?...

Answer any questions, then say:

Turn your answer document to page 4. I will now hand you a multiple-choice test booklet. Do not break the seal or open it until I tell you to do so. Test booklets are the property of A-C-T and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, read the directions. After you have read them, look up....

Hand each student a multiple-choice test form **individually**. Do not have students distribute booklets. Do not leave test booklets at empty seats.

When everyone has finished reading the directions, say:

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are found:

- in possession of or using any electronic device during testing or during breaks
- looking back at a test on which time has already been called
- looking ahead in the test booklet
- using a prohibited calculator
- using any device to share or exchange information at any time during testing or during breaks
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or any testing aids not authorized in advance

- not following instructions or abiding by the rules of this test site
- exhibiting confrontational, threatening, or unruly behavior
- filling in or altering ovals on a test after time has been called on that test. Filling in or altering ovals on a previous test during a later test, even with the test booklet closed, is prohibited. If I notice that a test has not been completed and later notice that it has been, I will dismiss you and your answer document will not be scored.

Does anyone have questions about what is considered prohibited behavior?

If you are testing more than one student, also say:

- looking at another student's test booklet or answer document
- giving or receiving assistance
- sharing a calculator with another student
- creating a disturbance, for example, if your watch sounds during testing

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

If there are no questions, say:

On the front cover of your test booklet, read the Examinee Statement, then sign your name and enter today's date. When you finish, put your pencil down and look up at me....

Give everyone time to read and sign the Statement. Then, you **must** read the following information verbatim:

Look at the "Important Notice" printed on the cover of your test booklet and read silently along with me: If you test with this test booklet, you will test with accommodations allowed by your school and the state but not approved by A-C-T. If you test with this test booklet, your scores will be reported **only** for state assessment purposes. You will receive your scores from your high school next fall. Your scores will NOT be reported to any colleges, scholarship agencies, or anyone else, and the scores will be removed from A-C-T's database of scores. If you break the seal on this test booklet, you are agreeing to these terms. If you do **not** agree, raise your hand to inform your room supervisor.

Any students who raise their hands to indicate they do not agree to the stated terms for testing with State-Allowed Accommodations **must be dismissed**. The Test Accommodations Coordinator will need to consult with the Test Supervisor to determine whether to schedule such students on the makeup test date **without** accommodations.

*Note: If your state requires you to document students who did not test by completing Block V, refer to your Answer Document Supplement or training materials for instructions. Return these answer documents with the others to be scored in your **BROWN** envelope.*

If a student is using a test form that does NOT have a six-digit serial number (large-type, DVDs, or videos), ALWAYS have the student copy the serial number from the regular type booklet. For large type test booklets, instruct students to add two zeroes to the front of the 4-digit number when gridding the booklet number.

When all students are ready to begin testing, say:

In the top-left corner of your regular-type test booklet, find the 6-digit number. Copy it into the “Booklet Number” boxes on your answer document and fill in the corresponding oval in the column below each box....

Now, find the 3-character test form on the front cover of your test booklet, copy it into the “Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

You must walk around the room and ensure that each student has signed the test booklet, entered the correct test booklet number and test form, and filled in those ovals on the answer document. Complete the *ACT State-Allowed Testing Roster* (page 31) at this time if you have not already done so.

When all students have recorded this information, say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet. (If students are using a test form they are not permitted to write on, you may provide scratch paper.)

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test. I will walk around the room during testing to be sure you are working on the right test. If you have a question or need another pencil, raise your hand. Do not look around.

If you are wearing a watch with an alarm, **you must be sure it is turned off now**. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored....

I will keep the official time for this examination. I will give an announcement of time remaining on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions?...

All administrations skip to the Verbal Instructions for the type of administration in your room:

Time-and-a-half, self-paced testing on page 13

or

Multiple-day testing on page 19.

Verbal Instructions— Time-and-a-Half, Self-Paced Testing

The following Verbal Instructions are for students who will take all tests in one session on the same day and pace themselves through each test. The instructions are written for time-and-a-half testing; if you allow more or less time, adjust the instructions accordingly.

If you are testing students over multiple days, use the Verbal Instructions on pages 19–27 instead.

NW ➤ **ACT (No Writing): 5 hours TOTAL for ALL FOUR tests**

PW ➤ **ACT Plus Writing: 5 hours, 45 minutes TOTAL for ALL FIVE tests**

All students begin **Test 1** at the same time, then work at their own pace. When work is completed on a test, the student must notify the room supervisor he or she is ready to take a break or begin the next test. Once the student has notified the room supervisor that he or she completed a test, the student is not permitted to return to that test. Students may be individually dismissed as soon as they have completed all their tests.

Begin by saying:

The following behaviors are also prohibited:

- looking back at a test once you have notified me you completed that test
- looking ahead in the test booklet without notifying me you are ready to begin the next test

Then, say:

For **Test 2**, the Mathematics Test, the right-hand side of each page of the test booklet is blank for any figuring you may need to do. All problems on the Mathematics Test can be solved without a calculator. However, you **are** allowed to use a calculator on that test.

You are responsible for knowing if your calculator is permitted. I will check your calculator when I authorize you to begin Test 2 and periodically during Test 2. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another student. If you need to use your backup calculator, raise your hand, and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk.

Put your calculator away now. You may use it only when I authorize you to begin Test 2, and you must put it away after you complete Test 2....

Then, say:

NW ➤ **ACT (No Writing): Read the LEFT column.**

PW ➤ **ACT Plus Writing: Read the RIGHT column.**

No Writing

You will have a total of 5 hours, including breaks between tests, to complete all four tests at your own pace.

Plus Writing

You will have a total of 5 hours and 45 minutes, including breaks between tests, to complete all five tests at your own pace. For the Writing Test, your essay must be written in English with a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

ALL administrations continue by saying:

I will announce every hour the time remaining. I will also announce when you have 5 minutes remaining before the end of testing. If you complete all your tests before time is called, I will collect your materials individually and dismiss you.

Do not begin work until I tell you to do so. You must take the tests in the order in which they appear in the test booklet. You may work on only one test at a time and must completely finish one test before you begin work on the next one. You must notify me when you complete each test. I will then authorize you to take a break or begin the next test. You may not look back at or work on a test after you notify me you have completed it.

You may take a break only between tests. Any time spent taking breaks is part of your total testing time and cannot be made up. I will not stop timing while you are on break. When you leave to take a break, your test booklet must be closed with your answer document inside it. During breaks, please be quiet in the halls. You may not eat or drink anything in the test room.

Announce where drinking fountains and restrooms are, then say:

When you complete Test 4, read the statement at the bottom of page 4 of your answer document. Then, sign—do not print—your name and enter today's date (give the date).

NW ➤ **ACT (No Writing): Read the LEFT column.**

PW ➤ **ACT Plus Writing: Read the RIGHT column.**

No Writing

After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your test materials individually. You may not leave until I dismiss you. Remember, you must notify me when you complete each test. You have **up to 5 hours** to complete all four tests at your own pace.

Plus Writing

After you sign your answer document, close it and your test booklet, then notify me so I can collect and check your multiple-choice test booklet. You will receive additional instructions, materials, and authorization to take a break or begin the Writing Test at that time. Remember, you must notify me when you complete each test. You have **up to 5 hours and 45 minutes** to complete all five tests at your own pace.

ALL administrations continue below.

You may now break the seal, open your test booklet to **Test 1**, read the directions carefully, and begin work.

No Writing SKIP to page 16.

Plus Writing continue below.

Writing Test Instructions

If students are ready to begin the Writing Test at different times, you may instruct each student individually as long as you do not distract other students and have a proctor available to monitor them.

When each student notifies you he or she has completed Test 4, collect and check the multiple-choice test booklet. Authorize the student to take a break or begin the Writing Test by handing the student a Writing Test booklet individually. If the student takes a break, do not give the student a booklet until after the student returns.

After all students in the room have been handed a Writing Test booklet, record the serial numbers on the roster.

Then, say:

On the front cover of your Writing Test booklet, sign and print your name and enter your date of birth in the spaces provided....

Now, turn your answer document to page 5 and print your name in the spaces provided.... Then, turn it to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the “Writing Test Booklet Number” boxes on your answer document....

Next, find the 3-character test form under the date of birth boxes, copy it into the “Form” boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Read the directions on the front cover of your test booklet, break the seal, open the booklet, read the assignment, and begin work.



ALL ADMINISTRATIONS RESUME HERE:

In the Verbal Instructions on the next page, each shaded box has two or three different announcements: the FIRST one applies to ACT (No Writing) administrations, the SECOND one applies to ACT Plus Writing administrations, and the THIRD one applies to ALL administrations. Make sure to read the correct time remaining announcement.

When your watch or timer indicates **exactly 1 hour** has passed and you have checked the time, say:

ACT (No Writing): You have 4 hours remaining.

ACT Plus Writing: You have 4 hours and 45 minutes remaining.

All: You should plan to begin Test 2 within the next hour.

When **exactly 2 hours** have passed and you have checked the time, say:

ACT (No Writing): You have 3 hours remaining.

ACT Plus Writing: You have 3 hours and 45 minutes remaining.

When **exactly 3 hours** have passed and you have checked the time, say:

ACT (No Writing): You have 2 hours remaining.

ACT Plus Writing: You have 2 hours and 45 minutes remaining.

All: If you have not started Test 3, you should plan to move on to that test soon.

When **exactly 4 hours** have passed and you have checked the time, say:

ACT (No Writing): You have 1 hour remaining.

ACT Plus Writing: You have 1 hour and 45 minutes remaining.

All: If you have not started Test 4, you should plan to move on to that test soon.

When **exactly 4 hours and 55 minutes** have passed and you have checked the time, say:

ACT (No Writing): You have 5 minutes remaining.

ACT Plus Writing: You have 50 minutes remaining. If you have not started the Writing Test, you should plan to move on to that test soon.

When **exactly 5 hours** have passed and you have checked the STOP time, say:

ACT (No Writing): STOP, put your pencil down, close your test booklet, and look up at me....

ACT Plus Writing: Continue working.



ACT (No Writing): Complete your administration beginning with the shaded box at the TOP of page 18.



ACT Plus Writing: SKIP NOW to the verbal announcement of 5 minutes remaining below the color bar on page 18.

Read the statement in the lower left-hand corner of your answer document. Then sign—do not print—your name. Enter today's date (give the date), then put your pencil down, and look up.... I will now collect and check your answer document and test booklet individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. Check to make sure the answer documents and test booklets are signed. Review your roster to verify all student names and serial numbers of the test materials they used are on it. Do not dismiss students until you have verified you have an answer document for each student and that the number of test booklets collected equals the number distributed.

After the counts have been verified, say:

You will receive notification of your results from your high school next fall. Thank you for your cooperation. You are dismissed.

Direct students to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the Test Accommodations Coordinator immediately after testing. Students may **not** assist with the transportation of test materials.

When **exactly 5 hours and 40 minutes** have passed and you have checked the time, say:

You have 5 minutes remaining.

When **exactly 5 more minutes** have passed (exactly 5 hours and 45 minutes after START) and you have checked the Stop time, say:

Stop, put your pencil down, close your test booklet, and look up at me....Read the statement in the lower left-hand corner of your answer document. Then sign—do not print—your name. Enter today's date (give the date), then put your pencil down, and look up.... I will now collect and check your answer document and test booklet individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. Check to make sure the answer documents and test booklets are signed and that you have an answer document for each student. Review your roster to verify all student names and serial numbers of the test materials they used are on it. Do not dismiss students until you verify the number of test booklets collected equals the number distributed.

After the counts have been verified, say:

You will receive notification of your results from your high school next fall. Thank you for your cooperation. You are dismissed.

Direct students to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the Test Accommodations Coordinator immediately after testing. Students may **not** assist with the transportation of test materials.

Verbal Instructions— Multiple-Day Testing

The following Verbal Instructions are for students who will test over multiple days, regardless of the timing guidelines you assign. Students must complete each test in one session. You do not need to test over consecutive days, but you must complete all tests within the designated two-week testing window.

Note: If you are administering self-paced testing in a single session on one day, use the Verbal Instructions on pages 13–18 instead.

Reader

The room supervisor normally serves as the reader and must read the tests verbatim from a script prepared by ACT.

The Writing Test is not in the reader's script. Read the directions and writing prompt verbatim to the student from the Writing Test booklet.

DVDs

The DVDs (audio or video) do not include recorded Verbal Instructions. You must read the Verbal Instructions to all students verbatim from this booklet.

Students testing with DVDs may test as a group provided they all use their own headphones, can control the progress of their own players, and begin each test at the same time.

Make sure that you individually hand each student one disc at a time and do not distribute discs until just before you begin timing that test.

For DVDs, make sure that you have set up the test room (typically a computer lab) and all playback devices (e.g., computers) before test day. **You must read the ACT DVD Usage Guidelines included with each set of DVDs before the first test day.**

Use your judgment as to which instructions are needed by a student(s) who cannot mark the answer document or sign his or her name.

If videos for ELL/LEP students are offered in your state, there are no guidelines. Students will not see the narrator or translator on-screen, but they will see the test booklet, intertitles that introduce each question, and arrows that point to a passage, question, or set of response choices.

I will announce when ____ minutes remain on each test to serve as a warning before time is called.

When I call time and tell you to stop, put your pencil down **immediately** and look up at me. If you finish before I call time, recheck your work on that test, place your answer document inside your test booklet, and close the cover. You may not read or engage in any other activity that could distract others still testing. From this time on, there must be no talking. Listen carefully to these instructions.

Test 1 is English. Do not go on to the next test until I tell you to do so. **You have up to ____ minutes to complete Test 1.** You may now break the seal, open your booklet, turn to **Test 1**, read the directions carefully, and begin work.

Fill in the number of minutes allowed for each test based on direction from the IEP or ELL team at your school.

1 ■ ■ ■ ■ ■ ■ ■ ■ ■ 1

If you observe prohibited behavior that requires you to dismiss a student and void the answer document, **you must inform the student the answer document will not be scored and the reasons for your action.**

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

When all students have completed Test 1, say:

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk....

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

Direct students to the next activity as determined by your school administration.

When students report for the next day of testing, make sure students receive the materials they used in the previous session. Individually hand students the answer documents and test booklets.

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 10–11.)

Test 2 is Mathematics. The right-hand side of each page of the test booklet is blank for any figuring you may need to do. All problems on the Mathematics Test can be solved without a calculator. However, you **are** allowed to use a calculator on this test. If you brought a calculator, you may get it out now....

You are responsible for knowing if your calculator is permitted. I will check your calculator during the test. If you use a prohibited calculator, you will be dismissed and your answer document will not be scored.

You are also responsible for making sure your calculator is working properly. I will not provide you with backup batteries or a replacement calculator. Do not share your calculator with another student. If you need to use your backup calculator, raise your hand and I will check it. You may have only one calculator on your desk or in operation at a time. If you did not bring a backup calculator and yours malfunctions, continue testing. If your calculator has games or other functions, you may not use those functions during the test; you may use only the mathematics functions. Keep your calculator flat on your desk. Are there any questions?...

If you finish before time is called, recheck your work on Test 2, turn off your calculator, place your answer document inside your test booklet, and close the cover. Do not turn the page to the next test and do not fill in or alter ovals for Test 1. **You have up to ____ minutes to complete Test 2.** Turn to **Test 2**, read the directions carefully, and begin work.

2          **2**

Testing personnel must check all calculators as soon as the timing of Test 2 begins. If a student uses a prohibited calculator, dismiss the student and void the answer document. **You must inform the student the answer document will not be scored and the reason for your action.**

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

When all students have completed Test 2, say:

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk....

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

Direct students to the next activity as determined by your school administration.

When students report for the next day of testing, make sure students receive the materials they used in the previous session. Individually hand students the answer documents and test booklets.

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 10–11.)

Test 3 is Reading. Do not go on to the next test and do not fill in or alter ovals for previous tests. **You have up to ____ minutes to complete Test 3.** Turn to **Test 3**, read the directions carefully, and begin work.

3

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

When all students have completed Test 3, say:

Stop, put your pencil down. Close your test booklet with your answer document inside and leave it on your desk....

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

Direct students to the next activity, as determined by your school administration.

When students report for the next day of testing, make sure students receive the materials they used in the previous session. Individually hand students the answer documents and test booklets.

We are ready to begin testing. You may not work ahead or behind on different tests within the examination, or fill in or alter ovals after time has been called. If you do, you will be dismissed and your answer document will not be scored. Please remember that the same instructions concerning prohibited behavior apply today as they did when read to you on Day 1. Do you want me to read them to you again? (If yes, turn to pages 10–11.)

Test 4 is Science. Do not fill in or alter ovals for any other test. **You have up to ____ minutes to complete Test 4.** Turn to **Test 4**, read the directions carefully, and begin work.

4 ○ ○ ○ ○ ○ ○ ○ ○ 4

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

When all students have completed Test 4, say:

Stop, read the statement at the bottom of page 4 of your answer document; then sign—do not print—your name. Enter today's date (give the date), then put your pencil down, close your answer document, and look up....

No Writing

Complete your administration with the instructions below.

Plus Writing

SKIP to the Plus Writing arrow below NOW and continue your administration through page 27.



I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed. Review your roster to verify all student names and serial numbers of the test materials they used are on it. Do not dismiss students until you have verified that you have an answer document for each student and that the number of test booklets collected equals the number you distributed.

After the counts have been verified, say:

You will receive notification of your results from your high school next fall. Thank you for your cooperation. You are dismissed.

Direct students to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the Test Accommodations Coordinator immediately after testing. Students may **not** assist with the transportation of test materials.



Plus Writing administrations resume here.

I will now collect the answer documents and test booklets. They will be picked up individually; do not pass them in. Remain quietly in your seat until I give you further instructions.

If students are scheduled to take the next test on a later day, you must collect each answer document and test booklet individually before dismissing students. Remind students when the next session will occur.

Testing will resume on _____ promptly at _____.
(date) (time)

Direct students to the next activity as determined by your school administration.

Writing Test Instructions

Readers:

Read the directions and prompt verbatim from the Writing Test booklet.

- Read the directions, and then hand the booklet to the student so he or she can review the directions.
- Instruct the student to complete the front cover of the test booklet and enter the requested information from the test booklet on the answer document (see page 25).
- When the student is ready to begin, instruct him or her to break the seal and hand the test booklet to you.
- Read the prompt and return the booklet to the student for reference.
- The student may begin work after you have read the entire prompt.
- **Begin timing.**

Transcribers:

- Record **verbatim** on the lined pages of the answer document exactly what the student dictates, even if there is an error.
- Write or print legibly in the lined pages of the answer document with a soft lead No. 2 pencil. (Do not use a mechanical pencil, ink pen, or correction fluid.)
- Do not organize or paraphrase the student's thoughts into a final draft. You may make notes or outlines for the student, but he or she is responsible for telling you what is and is not part of the final essay.
- Do not make any corrections not dictated to you by the student.
- The student must provide all information, including spelling, punctuation, paragraphing, grammar, and so forth.
- The student may review what you have transcribed at any time.

Read the following instructions to a student using a transcriber:

- The transcriber (scribe) will write down verbatim on the answer document only what you dictate.
- The scribe will not organize or paraphrase your thoughts into a final draft and will only make corrections dictated by you.
- You may ask the scribe to write down any notes or outlines, but you are responsible for telling the scribe what is and is not part of the final essay.
- You must provide all information, including spelling of difficult words, spelling of words that can be spelled more than one way (e.g., two, to, and too), punctuation, paragraphing, grammar, and so forth.
- You may review what the scribe has written at any time before Stop is called.

Computers or Computer Voice-Activated Software:

- The grammar check feature must be turned off.
- The student's name must appear at the top of the first page of the essay.
- Do **not** transfer the essay to the answer document.
- Return the essay exactly as printed to ACT **inside** the answer document (leave the lined pages blank).
- Do not put the Writing Test booklet inside the answer document.
- The essay must be printed in 12-point type on standard 8½" x 11" paper with the following margins:

Top of page	2 inches
Bottom of page	1½ inches
Left and Right Side Margins	1 inch

When students report for the next day of testing, make sure students receive their own answer documents. Individually hand students the answer documents.

We are ready to begin testing. The next test is a Writing Test for which you will complete an essay written in English. You must use a soft lead No. 2 pencil; do not use a mechanical pencil, ink pen, or correction fluid. If you do, your essay cannot be scored accurately.

Open your answer document and turn it to page 5. Print your name in the spaces provided, and look up....

I will now hand you a Writing Test booklet. Do not break the seal or open it until I tell you to do so. When you receive your test booklet, sign and print your name and enter your date of birth in the spaces provided on the front cover. Then, read the directions. After you have read them, look up....

Individually hand each student a Writing Test booklet.

When all students have read the directions, say:

Turn your answer document to page 6. In the top-left corner of your test booklet, find the 6-digit number. Copy it into the "Writing Test Booklet Number" boxes on your answer document....

Now, find the 3-character test form under the date of birth boxes, copy it into the "Writing Test Form" boxes on your answer document, and fill in the matching oval. If you do not fill in the correct oval, your answer document cannot be scored accurately.

Walk around the room to make sure students have entered the correct test booklet number and test form, and filled in those ovals on the answer document. When everyone is finished, say:

You will have up to ____ minutes to work on the Writing Test. I will announce when you have ____ minutes remaining on this test and again when you have ____ minutes remaining to serve as warnings before time is called. If you finish before I call time, recheck your work on the Writing Test, close both your test booklet and answer document and place them on your desk with page 1 of the answer document facing up. You must sit quietly until time is called. Are there any questions?...

Answer any questions, then say:

You have up to ____ minutes to work on this test. You may now break the seal, open your test booklet, read the assignment, and begin work.

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

If any students are still working, say:

Attention. You have up to another ____ minutes to work.

When all students have completed the Writing Test, say:

Stop, put your pencil down, and look up....

Close both your test booklet and answer document so that page 1 of your answer document faces up and keep them separate on your desk. I will now collect and check the answer documents and test booklets. They will be picked up individually; do not pass them in. You must remain quietly in your seat until I give you further instructions.

Collect each answer document individually, turn them all one way, and count them. Then, collect each test booklet individually and count them. As you do, check to make sure the answer documents and test booklets are signed and that you have an answer document for each student. Review your roster to verify all student names and serial numbers of the test materials they used are on it. Do not dismiss students until you have verified that the number of test booklets collected equals the number you distributed.

After the counts have been verified, say:

You will receive notification of your results from your high school next fall. Thank you for your cooperation. You are dismissed.

If the student used DVDs or videos, check the playback devices to make sure they are empty before removing them from the test room or turning them off. If the student used a computer for the essay, you must clear the essay from the computer after printing.

Direct students to the next activity as determined by your school administration. You must **personally** return all test materials and completed forms to the Test Accommodations Coordinator immediately after testing. Students may **not** assist with the transportation of test materials.

Score notification letters will be sent to your school's principal next fall to be shared with students testing with State-Allowed Accommodations. Students will not receive score reports, nor will any other institution.

Required Transfer of Responses to Answer Document

If any student marked responses in the test booklet or used a large type worksheet, the Test Accommodations Coordinator **must** arrange to accurately transfer the responses to the answer document. ACT will **not** transfer responses. All worksheets must be identified with the student's name and returned to ACT. If responses have not been transferred, your principal will **not** receive results for that student.

Incomplete Answer Documents

If a student began testing (e.g., broke the seal, opened the test form, or pressed PLAY), but did not complete all tests, and was **not** dismissed for prohibited behavior, the remaining tests **must** be completed during the designated two-week window.

Tests administered on any date outside this window will not be scored.

If the student did **not** complete all tests during the window, return the answer document for scoring. All tests attempted will be scored.

Return of Test Materials

To avoid scoring delays or non-scoring of your students' answer documents, **DO NOT** return **ANY** answer documents for students testing with State-Allowed Accommodations in the plastic polymailers or cartons that the Test Supervisor will use to return answer documents and materials from standard time administrations. **ALL** answer documents to be scored for State-Allowed Accommodations administrations must be returned in the **BROWN** envelope, which you will put at the top of your first carton of returned materials as described on pages 28–30.

After the Test

Overview

When all State-Allowed accommodations administrations have been completed, or immediately after the testing window ends, the Test Accommodations Coordinator must account for all test materials by:

- personally verifying the set of materials returned by each room supervisor
- making sure all documentation is accurate and complete
- gathering administrative documents into envelope
- packing items into envelopes and cartons
- shipping materials back to ACT

These procedures are covered in the following sections.

Important

Failure to return materials as directed may result in delayed scores or non-scoring of your students' answer documents.

Keep Materials Separate

Make sure to keep your return materials separate from all ACT-Approved Accommodations materials and any materials being returned by the Test Accommodations Coordinator.

Brown Envelope

In your test materials shipment, you received one brown envelope. The brown envelope is used to return the completed test administration forms, the Supervisor's Report Form, and all answer documents to be scored.

Test Materials Shipping Cartons

The cartons in which your test materials were shipped have reversible flaps that contain a pre-paid return label. These cartons are used to return all materials including the brown envelope, test booklets, DVDs, and administration instructions to ACT.

Use only cartons specific to the materials you are returning. Standard Time, ACT-Approved Accommodations, and State-Allowed Accommodations materials have different colored tape on the bottom of the cartons. Do not intermix State-Allowed Accommodations materials with any other test materials being returned to ACT.

Collecting, Packing, and Returning Materials

Overview

This section contains information about collecting, packing, and returning materials. Use the step-by-step instructions in parts A–D to pack your materials and return them to ACT. See page 30 for a diagram of the process.

If You Did Not Test

If you did not test any students with State-Allowed Accommodations, you do not need to follow every step in this section. Simply:

- Mark the outside of the brown envelope “DID NOT TEST.”
- Follow the instructions in parts C and D to prepare your other materials for return.

A. Collecting State-Allowed Accommodations Materials from the Room Supervisors

1. For each testing room, use the following checklist to ensure that you have secure materials and required documentation from each room supervisor.

Note: Do not dismiss room supervisors until you are sure you have all required materials from them.

For each rooms...	Make sure ...
<input type="checkbox"/> Test booklets	<ul style="list-style-type: none">• there are no answer documents inside the test booklets• for ACT Plus Writing administrations, both the multiple-choice and Writing Test booklet are returned for each student
<input type="checkbox"/> Answer documents	<ul style="list-style-type: none">• each answer document to be processed contains the required identifying information on the front and back pages <p><i>Do not delay the return of answer documents because a student has not signed his or her name.</i></p>
<input type="checkbox"/> ACT State-Allowed Testing Roster	<ul style="list-style-type: none">• all students who were scheduled to test are listed, whether they tested or not• any ACT Student Identification letters are attached
<input type="checkbox"/> Large Type Worksheet(s), if any	<ul style="list-style-type: none">• all test responses are transferred to an answer document• answer document is returned with other answer documents to be processed
<input type="checkbox"/> Irregularity Report (if applicable)	<ul style="list-style-type: none">• it is signed and explains the reason that each answer document was voided or replaced• any voided or replaced answer documents are attached to the report (do not staple)

2. You may now dismiss the room supervisors.

3. Make copies of all shaded items in step 1. (Do not copy test booklets or answer documents.) Keep the copies in your files for six months after each test date in case questions about testing arise.

B. Packing the Brown Envelope

Take the following steps to pack forms and answer documents to be scored into the brown envelope.

4. Place the shaded items in step 1 into the envelope. (Remember to keep copies for your records.)
5. Place any large type worksheets into the envelope.
6. Turn the answer documents to be scored the same way, with page 1 facing you.
7. Complete blocks D, E, G, and H on the Supervisor's Report Form (SRF) and place it on top of the answer documents.
8. Use the following criteria to determine how many answer documents to place in the brown envelope(s):
 - If you administered the ACT (No Writing), insert up to 150 answer documents per envelope.
 - If you administered the ACT Plus Writing, insert up to 100 answer documents per envelope. *Do not insert Writing Test booklets into the envelope.*
9. Place the SRF with answer documents on top of the forms in the first envelope. *Do not overstuff the envelope. If all the items cannot fit into one envelope, use additional envelopes as needed.*
10. Complete the information on the outside of the brown envelope and seal it.

C. Packing the Cartons

Take the following steps to pack the remaining materials into your cartons.

11. Place the following items into the carton:
 - empty ziplock bags
 - used and unused *State Allowed Administration Instructions*
 - all blank answer documents
 - all used and unused test booklets (regular type) Multiple-choice and Writing
 - all used and unused test forms (Braille, large type, reader's scripts, DVDs)

If all materials cannot fit into one carton, use additional cartons as needed.

12. Place the sealed brown envelope in the top of the items in the first carton.
13. Reverse the flaps on the carton(s) and number each carton 1 of X, 2 of X, etc.
14. Make sure your six-digit ACT High School Code, institution name, and return address are on the outside of the cartons.
15. Seal each carton so the shipping label is visible.

Your carton(s) are now ready for return to ACT.

D. Storage and Pickup

After your materials are packaged for return to ACT:

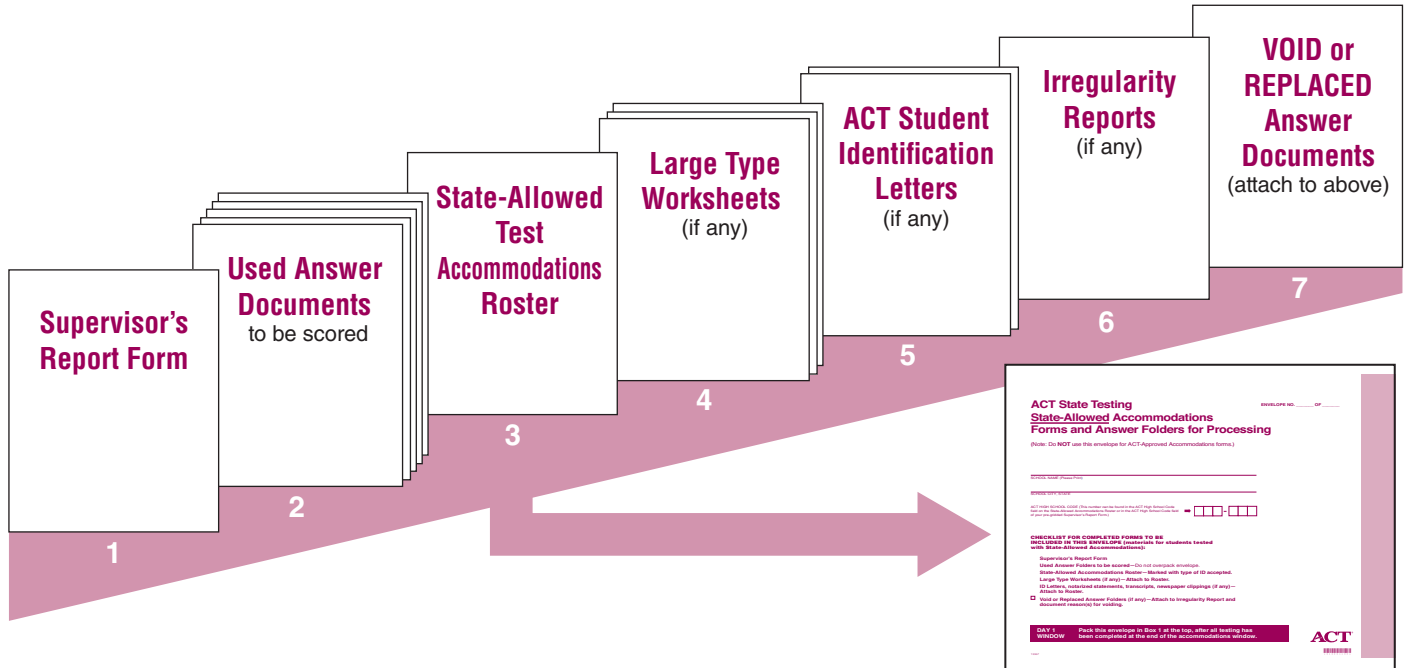
16. Return the carton(s) to secure storage.
17. On the date scheduled for pickup, place the carton(s) in a location where the designated carrier will be able to pick them up. If your school's normal pickup point is secure or constantly monitored, you may leave them there. If it is not, leave a note directing the driver to a staffed location where you can leave the materials. *Do not leave the materials unattended.*

If for any reason your materials are not picked up on the scheduled pickup date, call ACT at 800.553.6244, ext. 1788, so to arrange for pickup.

Packing Diagram—Return of State-Allowed Test Materials

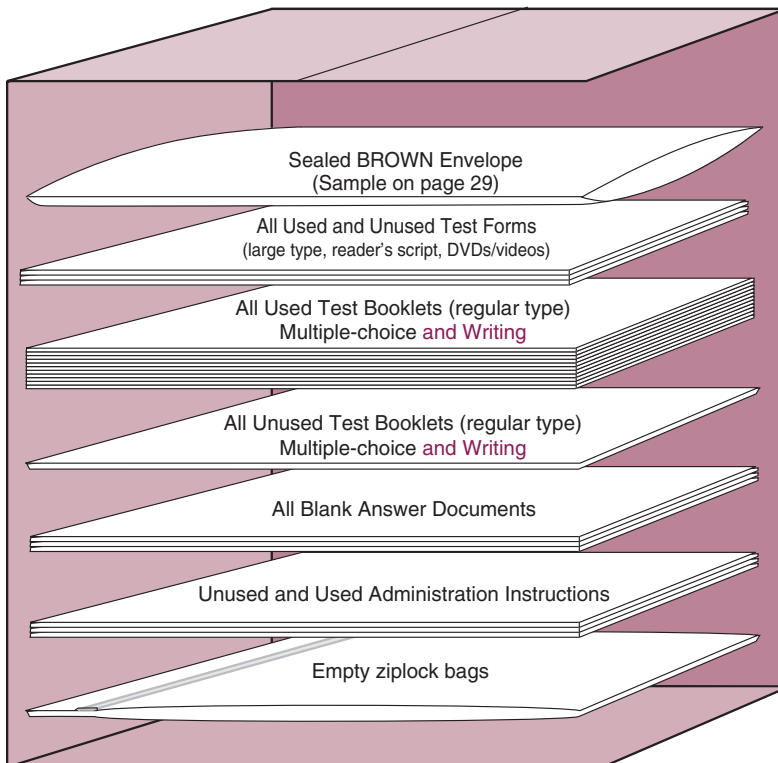
Contents of Sealed Brown Envelope

Step 1



Contents of State-Allowed Accommodations Carton(s)

Step 2

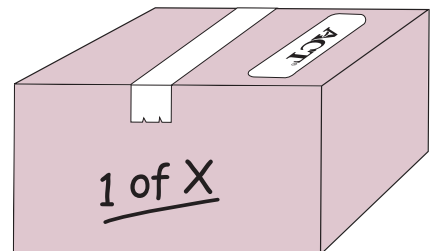


Top

Bottom

Step 3

"X" equals total number of State-Allowed Accommodations cartons you are returning to ACT. It does not include standard time testing or ACT-Approved Accommodations cartons.



Remember to reverse the flaps so ACT's return address shows and to keep the carton(s) secure until pickup.

ACT State-Allowed Testing Roster

(This document may be photocopied.)

Page ____ of ____

You may provide your own roster instead of this form IF it has **all** the information shown on this form.

Testing School Name _____ ACT High School Code

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(for testing school)

City, State _____ Test Date _____

Room Supervisor _____ Room Name/Number _____

Student's Name (please print or type) List all students scheduled to test in this room	Test Booklet Serial Number	
	Multiple-Choice	Writing
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Test Accommodations Coordinator: Return one completed form for each test room and keep a copy for your records.

ACT Irregularity Report—State-Allowed Accommodations

Complete and return **ONLY** if irregularities occurred in any test room—one form per room—**keep a copy for your records.**

Testing School Name _____ Room Name/Number _____ ACT High School Code _____ - _____
 City, State _____ Test Date _____

Note **all** irregularities (individual and group) on this form. Enter the appropriate information and/or check (✓) in each column and provide additional explanation. ATTACH VOID ANSWER DOCUMENTS and defective test materials to this form (do NOT staple). **Return this form in the BROWN envelope.** PLEASE PRINT OR TYPE.

INDIVIDUAL IRREGULARITIES

Student's Name	Test Form and Test Booklet Serial Number	Test/Time Irregularity Occurred	Type of Irregularity (✓ all applicable)										Answer Document Marked VOID? (✓ one)			
			Illness	Working/Ahead	Unauthorized Calculator Use	Marking Ovals After STOP	Item Challenged	Timing Questioned	Phone, Alarm, Other Device	Other (Specify Below)	Materials Damaged, Defective, Duplicate, Replaced (Specify Below)	Voided by Staff informed	Voided by Staff Student NOT informed	No		
1. Explanation:																
2. Explanation:																
3. Explanation:																

GROUP IRREGULARITIES

# of Students in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide ACT with a list of students affected by this irregularity.

Room Supervisor's Signature _____ Test Accommodations Coordinator's Signature _____

Anonymous Security Hotline

Testing staff are expected to report test administration irregularities and security issues to ACT Test Administration by completing the Irregularity Report or calling 800.553.6244 ext. 1788. Immediate reporting to ACT Test Administration is critical to the standardized administration of the ACT.

In exceptional situations, testing staff may wish to file an anonymous report about concerns that the ACT tests may have been compromised. If you wish to report such concerns anonymously, you may do so at **www.act.ethicspoint.com**.

ACT Test Security Principles

1. Ensure that ACT business processes, distribution models, tests, test scores, and the information and insights we provide are “secure by design.”
2. Protect the integrity of our testing assets and the information and insights ACT provides throughout the entire life cycle of a test (from test concept to development, delivery, reporting, investigation, and remediation).
3. Promote conduct that enhances test security. Deter and detect conduct that will materially and negatively affect the reputation and integrity of our testing assets, test scores, the information and insights ACT provides, and the ACT brand.
4. Ensure that a reported test score and associated information are accurate and valid indicators of the test taker’s own achievements, behaviors, and/or goals.
5. Foster effective communication that enables prompt reporting and resolution of test security concerns.
6. Ensure that everyone in the testing process is aware of, competent for, and supported in their roles. Avoid placing individuals or organizations in situations that may pose or appear to pose a conflict of interest or a safety concern.
7. Build a sense of community, collaboration, and trust that engages and empowers people to act upon these principles.



* 0 1 0 0 4 5 1 4 0 *

Rev 1